

# **Competences and values to understand students' Entrepreneurial Intention**

---

Sofía Louise Martínez-Martínez  
Rafael Ventura Fernández  
*University of Malaga*

# Background

- Management and Law
- Entrepreneurial orientation
- Master in Applied Sociology
- Interdisciplinary PhD
- Chair of Sustainable Entrepreneurship

**Link by UMA-Atech**



# Hub of Entrepreneurship and Innovation







UNIVERSIDAD  
DE MÁLAGA



Prácticas

Empleo

Orientación

Formación

Equipo

Inicia Sesión

# Talentank

## El espacio para la Empleabilidad en la Universidad de Málaga

En nuestra web encontrarás toda la información de prácticas en empresas, orientación profesional, formación en competencias, empleo y empleabilidad. Además puedes entrar en nuestra plataforma, introduciendo tu correo y contraseña de la UMA, para acceder a empleos y otros recursos de empleabilidad personalizados.

Accede a la plataforma



Prácticas en  
Empresas



Orientación  
Profesional



Empleo





# Previous research on competences

## Entrepreneurial Profiles at the University: A Competence Approach

Sofía Louise Martínez-Martínez\*† and Rafael Ventura

Faculty of Economics and Business, University of Málaga, Málaga, Spain

### OPEN ACCESS

#### Edited by:

Victor Jesús García Morales,  
University of Granada, Spain

#### Reviewed by:

Encarnación García-Sánchez,  
University of Granada, Spain  
Serena Cubico,  
University of Verona, Italy

#### \*Correspondence:

Sofía Louise Martínez-Martínez  
sofia.martinez@uma.es

#### † Present address:

Sofía Louise Martínez-Martínez,  
Ph.D. Program in Economics and  
Business, University of Málaga,  
Málaga, Spain

#### Specialty section:

This article was submitted to  
Organizational Psychology,  
a section of the journal  
Frontiers in Psychology

Received: 30 September 2020

Accepted: 16 November 2020

Published: 18 December 2020

#### Citation:

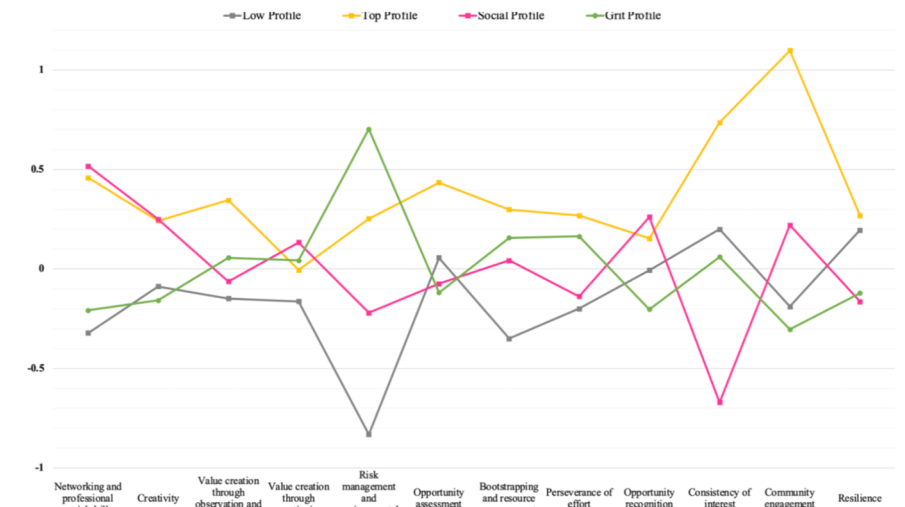
Martínez-Martínez SL and  
Ventura R (2020) Entrepreneurial  
Profiles at the University:  
A Competence Approach.  
Front. Psychol. 11:612796.  
doi: 10.3389/fpsyg.2020.612796

The Entrepreneurial University plays a central role in entrepreneurial ecosystems and actively influences the development of entrepreneurial human capital, which is a critical asset for many economies. There is thus a requirement for the identification and strengthening of entrepreneurial competences, but no previous studies have included any analysis of these competences in the university context using an approach based on profiles. The present study fills this gap by investigating the existence of different entrepreneurial profiles among students, based on their competences. It also defines key competences that are critical for differentiating between these profiles and improving entrepreneurial competence levels more generally. A research campaign was developed. Data on 11 faculties were collected and analyzed using a cluster analysis. The results reveal the existence of four entrepreneurial profiles: *low profile*, *top profile*, *social profile*, and *grit profile*. Regarding entrepreneurial competences, the most prominent for each profile are: for the *low profile*, community engagement, perseverance of effort, and social contribution; for the *top profile*, risk management and environmental control; for the *social profile*, networking and professional social skills; and for the *grit profile*, value creation through observation and experimentation. In the University paradigm, the results are also useful for identifying areas for improvement at strengthening the levels of competence of students. The study provides tools to foster the creation of entrepreneurial profiles.

**Keywords:** entrepreneurship, Entrepreneurial University, entrepreneurial competences, social capital

### INTRODUCTION

Business and entrepreneurship ecosystems, defined by the critical participation in entrepreneurial initiatives, have emerged as a paradigm in integrating approaches used to achieve disruptive innovation. In this sense, universities can be considered as ecosystems, and their role is to provide a perspective in order to face the challenges placed on them. The "Entrepreneurial University" has emerged, referring to a university's evolution toward an ecosystem that combines teaching, research, and knowledge transfer to favor the development of entrepreneurial initiatives with social and economic value (Gibb and Hannon, 2006; Guerrero et al., 2014; Ventura and Quero, 2017). The Entrepreneurial University involves the implementation of





## Previous research on competences

### Entrepreneurial Profiles at the University: A Competence Approach

Sofía Louise Martínez-Martínez\*† and Rafael Ventura

Faculty of Economics and Business, University of Málaga, Málaga, Spain

The Entrepreneurial University plays a central role in entrepreneurial ecosystems and actively influences the development of entrepreneurial human capital, which is a critical asset for many economies. There is thus a requirement for the identification and strengthening of entrepreneurial competences, but no previous studies have included


## Current research RQ: How do entrepreneurial competences and values influence Entrepreneurial Intention?



**Citation:**  
Martínez-Martínez SL and  
Ventura R (2020) Entrepreneurial  
Profiles at the University:  
A Competence Approach.  
Front. Psychol. 11:612796.  
doi: 10.3389/fpsyg.2020.612796

in integrating approaches used to achieve disruptive sense, universities can be considered as ecosystems, perspective in order to face the challenges placed on of the "Entrepreneurial University" has emerged, referring to a university's evolution toward an ecosystem that combines teaching, research, and knowledge transfer to favor the development of entrepreneurial initiatives with social and economic value (Gibb and Hannon, 2006; Guerrero et al., 2014; Ventura and Quero, 2017). The Entrepreneurial University involves the implementation of



- 
- 1. Theoretical background**
  - 2. Objective**
  - 3. Methodology**
  - 4. First results**
  - 5. First conclusions**



**Index**

- 
- 1. Theoretical background**
  - 2. Objective**
  - 3. Methodology**
  - 4. First results**
  - 5. First conclusions**

**Index**



# Entrepreneurial University paradigm

- Generation and maintenance of an entrepreneurial culture and behaviour
- Conditions all university activities such as research, knowledge transfer, governance and education (Etzkowitz, 2004).
- Foster creativity and knowledge and favor exchange of information between the actors in the ecosystem (Mele and Russo-Spena, 2015).

“An Entrepreneurial University actively identifies and exploits opportunities to improve itself (with regard to education and research) and its surroundings (knowledge transfer) and is capable of managing (governing) the mutual dependency and impact of the three university tasks”  
(Sam and Van der Sijde, 2014, p. 902).

- Generation of entrepreneurial human capital as an essential task



# Entrepreneurial competences

**Competence:** Knowledge, skills, attitudes, values, and behaviors that people need to successfully perform a particular activity or task (Morris et al, 2013).

**Entrepreneurial competences:** A combination of knowledge, skills, attitudes and capabilities to create and discover opportunities in the environment, to introduce changes, and to direct one's behavior toward successful creation and management of an organization, whose purpose it is to take advantage of these opportunities and to deal with a high level of uncertainty and complexity in a challenging environment (Hunjet et al., 2015, p. 623).

- Crucial for the development of entrepreneurial human capital (Cubico et al., 2010)



## - A large number of classifications


Authors	N°	Entrepreneurial competences
Hayton and Kelley, 2006	4	Innovation, intermediation, defense, sponsorship
Chandler and Jansen, 1992	2	Ability to recognize and seize opportunities, willingness and capacity for intense effort.
Di Zhang and Bruning, 2011	5	Market orientation, entrepreneurial orientation, need for achievement, internal locus of control, need for cognition
Abdullah et al., 2009	8	Progress, achievement orientation, commitment, decision-making capacity, risk management, tenacity, networking, optimism
Man et al., 2002; Kaur and Bains, 2013	6	Opportunity competence, relationship competence, conceptual competence, organizing competence, strategic competence, commitment competence
Onstenk, 2003	3	Ability to recognize and analyze market opportunities, ability to communicate and detect attitudes, to persuade and discuss with stakeholders, capacity for networking and learning effectively from business interactions.
Wu, 2009	23	Analytical thinking, business acumen, customer orientation, commitment to learning, communication, conceptual thinking, order and quality, developing others, empathy, expertise, flexibility, influence, information seeking, initiative, innovation, organizational awareness, personal motivation, relationship building, results orientation, self-confidence, self-control, team leadership, verbal and written communication.
Morris et al., 2013	13	Opportunity recognition, opportunity assessment, risk management, conveying a complete vision/vision of the future, tenacity/perseverance, creative problem solving/creativity, resource leveraging, guerrilla skills value creation. New products, services and models, ability to maintain focus and adapt, resilience, self-efficacy, networking and social skills



**Networking, opportunity recognition, creativity, resilience, consistency of interest and perseverance of effort**




# Entrepreneurial values


- Extrinsic aspect related to context and culture.
  - Culture: set of values that determine the behaviour of people in a society (Inglehart, 1997).
  - Values: relation to the personal motivations of individuals, which in turn determine the actions developed in the context of the society in which they are immersed (Schwartz, 1990)
  - Transmitted through human interaction affecting IE (Liñán et al., 2011).
  - Values generated by strong ties (Granovetter, 1983) - people belonging to the close environment (e.g., family members and close friends)
- 





# Entrepreneurial Intention and TPB

- Is an important source of information on future entrepreneurial performance, being considered as one of the best predictors of entrepreneurial activity.
  - Great responsibility and challenge for academia → Role of Entrepreneurial University
  - Enhancement of entrepreneurial human capital (Guerrero et al., 2016)
  - Great influence of psychology in the study of intentions → multidisciplinary
  - Psychological theoretical approach
  - 3 dimensions: personal attitude, subjective norms and perceived behavioral control
- 


- 
- 1. Theoretical background**
  - 2. Objective**
  - 3. Methodology**
  - 4. First results**
  - 5. First conclusions**

**Index**



# Objective

**Analyse the effect of key entrepreneurial competences (networking, opportunity recognition, creativity, resilience, consistency of interest and perseverance of effort) and values on Entrepreneurial Intention through TPB.**

- 
- 1. Theoretical background**
  - 2. Objective**
  - 3. Methodology**
  - 4. First results**
  - 5. First conclusions**



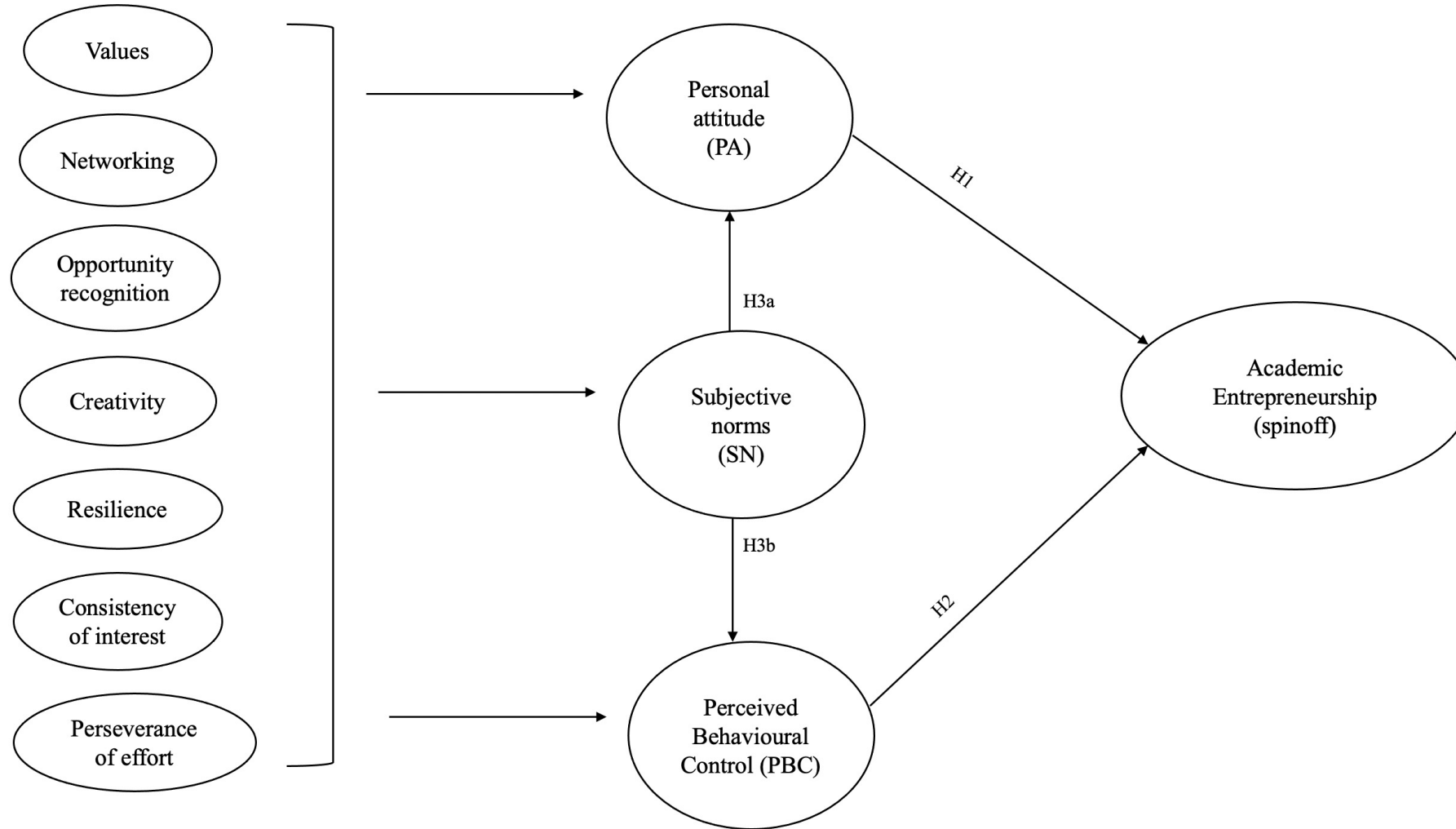
**Index**




# Methodology

- Quantitative methodology
- Sample: 420 students different degrees University of Malaga. All years.
  - 2 validated questionnaires, that gather information on the variables detailed (Liñán and Chen, 2009; Morris et al., 2013).
    - Period: Sept 2020 - April 2021

## Proposed SEM Model




- 
- 1. Theoretical background**
  - 2. Objective**
  - 3. Methodology**
  - 4. First results**
  - 5. First conclusions**



**Index**

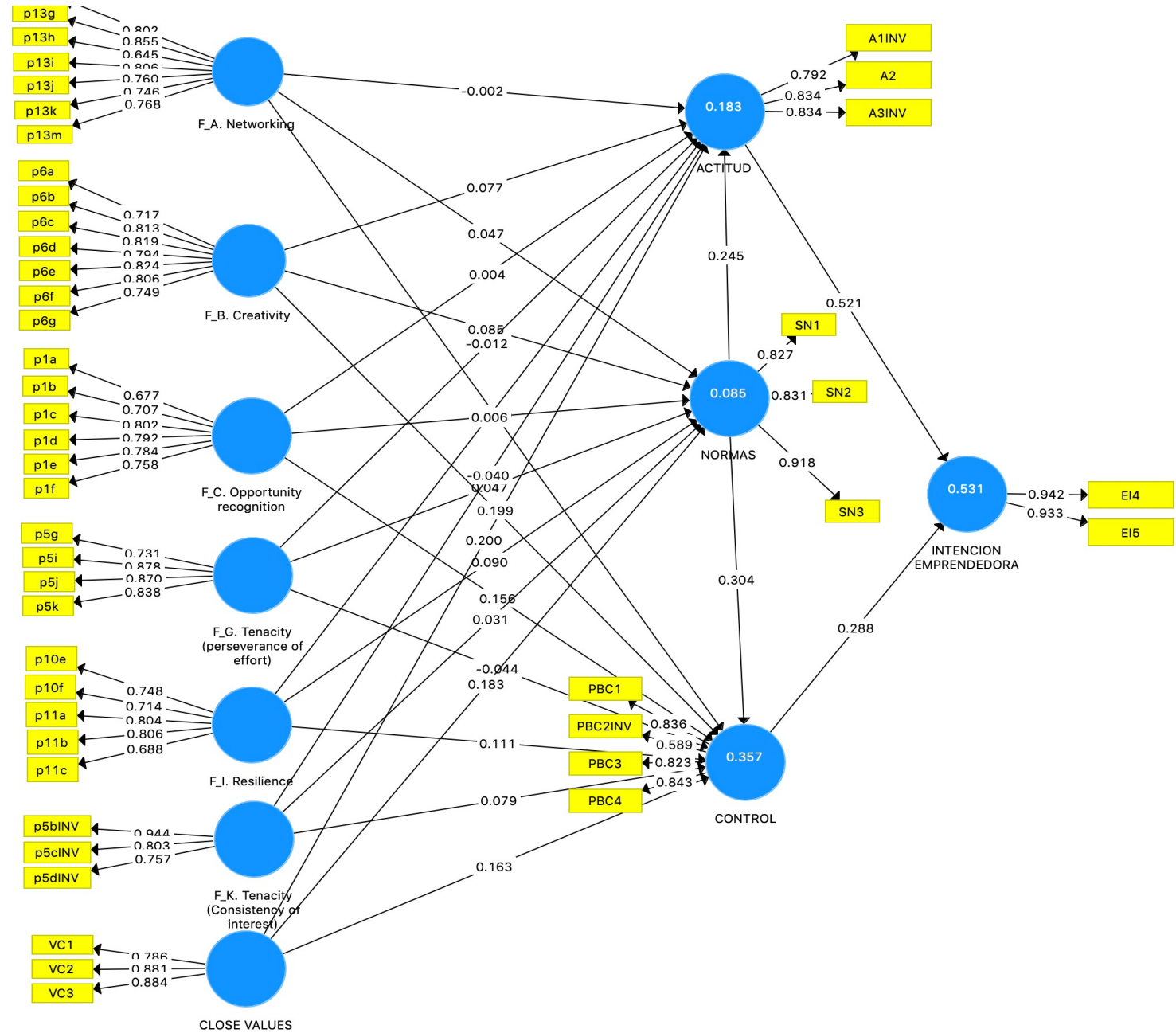


# First results

- No relation between subjective norms and EI in line with previous studies (Peterman & Kennedy, 2003). Indirect effect through personal attitude and perceived control behaviour (both significant).
  - Internal consistency of variables is adequate
  - Cronbach's alpha is above 0.7 in all cases
  - No discriminant validity problems (Fornell Larcker criterion)
  - Demonstrated goodness of fit of the model
- 



# First results



# First results


N°		p-value (<0.05) 95%
H1	PA → EI	<b>0.000</b>
H2	PBC → EI	<b>0.000</b>
H3a	SN → PA	<b>0.000</b>
H3b	SN → PBC	<b>0.000</b>
H4a	CV → PA	<b>0.000</b>
H4b	CV → SN	<b>0.000</b>
H4c	CV → PCB	<b>0.000</b>
H5a	NT → PA	0.964
H5b	NT → SN	0.394
H5c	NT → PCB	0.371
H6a	CR → PA	0.197
H6b	CR → SN	0.200
H6c	CR → PCB	<b>0.000</b>
H7a	OP → PA	0.951
H7b	OP → SN	0.924
H7c	OP → PCB	<b>0.000</b>
H8a	RS → PA	<b>0.023</b>
H8b	RS → SN	0.117
H8c	RS → PCB	<b>0.028</b>
H9a	CI → PA	0.613
H9b	CI → SN	0.602
H9c	CI → PCB	0.207
H10a	PE → PA	0.810
H10b	PE → SN	0.381
H10c	PE → PCB	0.330

- 
- 1. Theoretical background**
  - 2. Objective**
  - 3. Methodology**
  - 4. First results**
  - 5. First conclusions**

**Index**



# First conclusions

- Relevance of both entrepreneurial competences and values on EI → But, differences.
  - Not all competences are significant.
  - Non-existent relationship between consistency of interest / persistence of effort with any of the dimensions.
  - Creativity and opportunity recognition do influence PBC.
  - Resilience do influence PBC and personal attitudes.
  - Importance of the stage of entrepreneurial process in the development of competences.
  - Advancement of theory.
  - Practical implications for designing and implementing competence training (Entrepreneurial University).
- 



# Thanks a lot for your attention!

Sofía Louise Martínez-Martínez

sofia.martinez@uma.es

